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AMENDMENTS
to the
Program of Studies: Elementary Schools

1. Replace front-end pages i to xv with pages i to xiii.
2. LANGUAGE LEARNING:
 - Replace Language Learning D.1.
 - Replace Français A.1.
 - Replace French Language Arts A.1.
 - Replace Ukrainian Language Arts D.1.
3. MATHEMATICS: Replace Mathematics D.1.
4. SOCIAL STUDIES: Replace Social Studies D.1 to D.4.



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PROGRAM *of* STUDIES

Elementary Schools

This Program of Studies is issued under the authority of the Minister of Education pursuant to section 25(1) of the *School Act*, Statutes of Alberta, 1988, Chapter S-3.1 as amended.

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This document reflects changes in the program of studies for elementary schools up to May 1994.

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PROGRAM OF STUDIES: ELEMENTARY SCHOOLS

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Course	A. Program Rationale and Philosophy	B. General Learner Expectations	C. Curriculum Standards/ Specific Learner Expectations	D. Basic Learning Resources
COMPUTER LITERACY	1984	1984	1984	1984
FINE ARTS				
Art	1985	1985	1985	1988
Drama	1985	1985	1985	1985
Music	1989	1989	1989	1991
HEALTH	1989	1990	C1-C5 1990 C6-C12 1988 C13-C14 1990 C15-C16 1988 C17-C19 1990	1988
LANGUAGE LEARNING				
Language Learning	1991	1991	1991	1994
Français	1994★			
French Language Arts	1994★			
French as a Second Language	1992			
Beginning Level		1992	1992	1993
Intermediate Level		1993	1993	1993
Ukrainian Language Arts	1990	1990	1990	1994
Native Languages				
Blackfoot Language and Culture	1990	1990	1990	1993
Program				
Cree Language and Culture Program	1989	1989	1989	1992
MATHEMATICS	1982	1982	C1-C2 1984 C3-C10 1982	1994
PHYSICAL EDUCATION	1984	1984	1984	1985
SCIENCE	1984	1984	1984	1984
SOCIAL STUDIES	1990	1990	1990	1994

The dates in the grid indicate the most current and up-to-date sections in each program of studies.

★ Program information only.

INTRODUCTION

The *Program of Studies: Elementary Schools* is primarily a description of the expectations for student learning through the grade levels of elementary education. The content of the program of studies is focused on what students are expected to know and be able to do across all the subject areas of the elementary program.

Though the program is described in separate subject areas, there are many connections across the subject areas of the curriculum. Integrating across content areas and providing ways for students to make connections enhances student learning. Thus, students continue to see the world as a connected whole rather than separate subjects or isolated bits.

The program of studies is also organized into grade levels. The grade levels form a continuum that is designed to describe the developmental sequence and learning pace of the majority of children. However, within any group of children, there is a range of individual differences. Some children may progress quickly from grade level to grade level of the curriculum. Others may require more time. As well, students may progress at different rates in different subject areas. Flexibility in planning for individual students within the group will be needed. Therefore, school organization and teacher methodology are not mandated at the provincial level and may vary from class to class and school to school in order to meet the needs of the students. Alberta Education also produces a variety of publications to support programs of study, which are available for purchase from the Learning Resources Distributing Centre, 12360 – 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750). Basic and support student learning resources, and authorized teaching resources, are listed in the Learning Resources Distributing Centre *Buyers Guide*.

GOALS OF EDUCATION FOR ALBERTA

INTRODUCTION

The following statements of goals direct education in Alberta's schools. These goals are the basis from which specific learner expectations for various subjects and grade levels are developed. They also provide an important foundation for school and classroom planning.

Planning of learning activities, and the selection of learning resources, should be based not only on the specific learner expectations listed in the programs of study, but also on the larger intent of those programs, as reflected in the goals. Local approaches used in delivering the program are critical to achievement of these goals adopted for Alberta by order of the Minister, pursuant to section 25(1)(f) of the *School Act*.

GOALS OF EDUCATION

Achievement of the broader goals of education must be viewed as a shared responsibility of the community. Maximum learning occurs when the efforts and expectations of various agencies affecting children complement each other. Recognizing the learning that has or has not occurred through various community influences, among which the home is most important, the school will strive to:

- develop intellectual curiosity and a desire for lifelong learning
- develop the ability to get along with people of varying backgrounds, beliefs and lifestyles
- develop a sense of community responsibility which embraces respect for law and authority, public and private property, and the rights of others
- develop self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations
- develop an appreciation for tradition and the ability to understand and respond to change as it occurs in personal life and in society
- develop skills for effective utilization of financial resources and leisure time and for constructive involvement in community endeavours
- develop an appreciation for the role of the family in society
- develop an interest in cultural and recreational pursuits
- develop a commitment to the careful use of natural resources and to the preservation and improvement of the physical environment
- develop a sense of purpose in life and ethical or spiritual values which respect the worth of the individual, justice, fair play and fundamental rights, responsibilities and freedoms.

The ultimate aim of education is to develop the abilities of the individual in order to fulfill personal aspirations while making a positive contribution to society.

GOALS OF SCHOOLING

Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of education. Programs and activities shall be planned, taught and evaluated on the basis of these specific goals in order that students:

- develop competencies in reading, writing, speaking, listening and viewing
- acquire basic knowledge and develop skills and attitudes in mathematics, the practical and fine arts, the sciences and the social studies (including history and geography), with appropriate local, national and international emphasis in each

- develop the learning skills of finding, organizing, analyzing and applying information in a constructive and objective manner
- acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being
- develop an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national and international levels
- acquire knowledge and develop skills, attitudes and habits required to respond to the opportunities and expectations of the world of work.

Because the above goals are highly interrelated, each complementing and reinforcing the others, priority ranking among them is not suggested. It is recognized that in sequencing learning activities for students, some goals are emphasized earlier than others; however, in relation to the total years of schooling, they are of equal importance.

In working toward the attainment of its goals, the school will strive for excellence. However, the degree of individual achievement also depends on student ability and motivation as well as support from the home. Completion of diploma requirements is expected to provide the graduate with basic preparation for lifelong learning. Dependent on program choices, the diploma also enables job entry or further formal study.

DESIRABLE PERSONAL CHARACTERISTICS

Children inhabit schools for a significant portion of their lives. Each day, in their relationship with fellow students, teachers and other adults who are in the school, children are exposed to a complex combination of influences, some deliberate and others incidental. In Canada, the common pattern of attitudes derives from many sources, cultural, religious, ethnic and legal. Public schools exist within this culture and it is from this culture that the schools' dominant values emerge.

The school, as the site of a child's formal education, is not the sole or even dominant determiner of student attitudes. Other important sources of influence include the home, the church, the media, and the community. Educators alone cannot, and must not, assume the responsibility for the moral, ethical and spiritual development of their students. They do, however, play a significant role in support of other institutions. The actions of teachers and the activities that take place in schools contribute in a major way to the formation of attitudes.

Parents and other groups in society clearly expect teachers to encourage the growth of certain positive attitudes in students. These attitudes are thought of as being the prerequisites to the development of essential personal characteristics. For the guidance of all, the following list has been prepared. The list is not a definitive one, nor are the items ranked, but, rather, the list is a compilation of the more important attributes that schools ought to foster.

The Alberta community lives with a conviction that human beings are unique and are uniquely related to their world. Generally, but not universally, this expresses itself spiritually, through the belief in a Supreme Being (e.g., God). Ethical/moral characteristics, intellectual characteristics, and social/personal characteristics must be treated in a way that recognizes this reality and respects the positive contribution of this belief to our community.

ETHICAL/MORAL CHARACTERISTICS

Respectful	- has respect for the opinions and rights of others, and for property.
Responsible	- accepts responsibility for own actions; discharges duties in a satisfactory manner.
Fair/just	- behaves in an open, consistent and equitable manner.
Tolerant	- is sensitive to other points of view, but able to reject extreme or unethical positions; free from undue bias and prejudice.
Honest	- is truthful, sincere, possessing integrity; free from fraud or deception.
Kind	- is generous, compassionate, understanding, considerate.
Forgiving	- is conciliatory, excusing; ceases to feel resentment toward someone.
Committed to democratic ideals	- displays behaviour consistent with the principles inherent in the social, legal and political institutions of this country.
Loyal	- is dependable, faithful; devoted to friends, family and country.

INTELLECTUAL CHARACTERISTICS

Open-minded	- delays judgments until evidence is considered, and listens to other points of view.
Thinks critically	- analyzes the pros and cons; explores for and considers alternatives before reaching a decision.
Intellectually curious	- is inquisitive, inventive, self-initiated; searches for knowledge.
Creative	- expresses self in an original but constructive manner; seeks new solutions to problems and issues.
Pursues excellence	- has internalized the need for doing his or her best in every field of endeavour.
Appreciative	- recognizes aesthetic values; appreciates intellectual accomplishments and the power of human strivings.

SOCIAL/PERSONAL CHARACTERISTICS

Cooperative	- works with others to achieve common aims.
Accepting	- is willing to accept others as equals.
Conserving	- behaves responsibly toward the environment and the resources therein.
Industrious	- applies self diligently, without supervision.
Possesses a strong sense of self-worth	- is confident and self-reliant; believes in own ability and worth.
Persevering	- pursues goals in spite of obstacles.
Prompt	- is punctual; completes assigned tasks on time.
Neat	- organizes work in an orderly manner; pays attention to personal appearance.
Attentive	- is alert and observant; listens carefully.
Unselfish	- is charitable, dedicated to humanitarian principles.
Mentally and physically fit	- possesses a healthy, sound attitude toward life; seeks and maintains an optimum level of bodily health.

GOALS OF ELEMENTARY EDUCATION

The elementary school program makes a unique contribution toward achieving the overall aim of schooling.

- Transition from Home to School

The elementary level begins formalizing a child's learning experiences, and provides the link between the learning environments of the preschool years and the more structured environments of later schooling. The transition is gradual and progresses at different rates, depending on the unique characteristics of each student.

- Expanding Horizons

The elementary level builds upon the foundation of knowledge, skills and attitudes children have acquired prior to school entry and expands their horizons. Thus, they develop the broad base of concepts, strategies and dispositions needed for later learning.

- Making Meaning from Experience

During the elementary school years, students learn to organize and make structured meaning from the raw data of their experiences. They acquire the ability to see how ideas are related and how experiences are interconnected.

More specifically, the elementary school program is designed to help students acquire a broad base of knowledge and skills, and the disposition to learn more. The goals of the elementary program are to assist students to:

- learn fundamental language and communication skills
- learn to think critically and creatively, and to acquire and apply problem-solving skills
- learn fundamental mathematical skills
- develop and expand their knowledge and view of the world, society and environment in which they live
- learn to access, acquire and process information in a variety of ways
- develop desirable personal characteristics and constructive relationships with others based on respect, trust, cooperation and compassion
- develop positive attitudes toward learning and their own capacity to learn
- develop resourcefulness and self-confidence
- develop a broad base of knowledge and skills in cultural and physical pursuits.

PROGRAM ORGANIZATION

In implementing programs, school jurisdictions and schools are to develop methods of organization and program delivery that best meet the educational needs of their students. There are many different ways to organize that will enable students to attain the learning expectations of the programs of study.

Program of Studies: Elementary Schools is a statement of what students are to learn, the knowledge, skills and attitudes that are to be developed across the elementary grade levels. In the program of studies, the scope of intended student outcomes is defined by subject areas and grade levels.

Required Subjects

- language arts
- mathematics
- science
- social studies
- art
- music
- health
- physical education

Optional Subjects

- drama
- computer literacy
- Blackfoot language and culture program
- Cree language and culture program
- French as a second language
- Ukrainian language arts

The Child Abuse Prevention Unit of the Elementary Health Program may be offered, but only if authorized by board motion.

ORGANIZING TIME

Time is a valuable resource and its use requires careful planning. Various methods of scheduling can be used in order to:

- meet the diverse needs, abilities and interests of students

- ensure a balanced program
- accommodate school-wide sharing of space and resources.

While a number of provincial support documents mention recommended instructional time for different subject areas, the scheduling of instructional time is a local matter. School jurisdictions should ensure that sufficient time is provided for students to achieve learning expectations of the elementary programs of study.

In planning elementary programs, the following recommended percentage time allocations are identified as a general guide. The actual times that may be required to meet the learning expectations in each subject area may vary from student to student.

Grade 1 and Grade 2

Required Subjects	Percentage
Language Arts	30%
Mathematics	15%
Science	10%
Social Studies	10%
Fine Arts	10%
Health and Physical Education	10%

Time for other subjects (e.g., French, drama, religious instruction) or additional allocations to the required subjects listed above.	15%
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Note: The listing of individual subjects and recommended times is not intended to signify that each subject must be presented separately. An integrated or interdisciplinary approach may be used. The percentages shown in the chart may be read as the emphasis to be given to each area.

Grade 3 to Grade 6

Required Subjects	Percentage
Language Arts	25%
Mathematics	15%
Science	15%
Social Studies	10%
Fine Arts	10%
Health and Physical Education	10%
Time for other subjects (e.g., French, drama, religious instruction) or additional allocations to the required subjects listed above.	15%

Note: The listing of individual subjects and recommended times is not intended to signify that each subject must be presented separately. An integrated or interdisciplinary approach may be used. The percentages shown in the chart may be read as the emphasis to be given to each area.

RELIGIOUS AND PATRIOTIC INSTRUCTION

There is one section in the *School Act* which has to do with religious and patriotic instruction. It is reproduced here for the information of teachers and administrators.

SECTION 33(1) A board may

- (a) prescribe religious instruction to be offered to its students;
- (b) prescribe religious exercises for its students;
- (c) prescribe patriotic instruction to be offered to its students;
- (d) prescribe patriotic exercises for its students;
- (e) permit persons other than teachers to provide religious instruction to its students.

(2) Where a teacher or other person providing religious or patriotic instruction receives a written request signed by a parent of a student that the student be excluded from religious or patriotic instruction or exercises, or both, the teacher or other person shall permit the student

- (a) to leave the classroom or place where the instruction or exercises are taking place for the duration of the instruction or exercises, or
- (b) to remain in the classroom or place without taking part in the instruction or exercises.

1988 cS-3.1 s33; 1990 c36 s16

LEARNING RESOURCES

POLICY

Alberta Education selects, acquires, develops, produces, translates and authorizes the best possible instructional materials for the implementation of approved programs of study.

LEARNING RESOURCE CATEGORIES

In terms of provincial policy, learning resources are those print, non-print and electronic software materials used by teachers or students to facilitate teaching and learning. Many learning resources, both publisher developed and teacher made, are available for use in implementing junior high school programs. Decisions about the selection and use of resources are a local matter and should take into account the student skill levels, interests, motivations and stages of development.

Alberta Education authorizes learning resources in three categories:

- basic student learning resources
- support student learning resources
- authorized teaching resources.

Authorization indicates that the resources meet high standards and can contribute to the attainment of the goals of the program. However, the authorization of resources does not require their use in program delivery.

Basic Student Learning Resources

Basic learning resources are those student learning resources authorized by Alberta Education as the most appropriate for addressing the majority of learner expectations of the course(s), substantial components of the course(s), or the most appropriate for meeting general learner expectations across two or more grade levels, subject areas or programs as outlined in provincial programs of study. These may include any resource format, such as print, computer software, manipulatives or video.

In exceptional circumstances, a teacher resource may be given basic status.

Support Student Learning Resources

Support learning resources are those student learning resources authorized by Alberta Education to assist in addressing some of the learner expectations of course(s) or components of course(s); or to assist in meeting the learner expectations across two or more grade levels, subject areas or programs as outlined in the provincial programs of study. These may include any resource format, such as print, computer software, manipulatives or video.

Authorized Teaching Resources

Authorized teaching resources are those teaching resources produced externally to Alberta Education (for example, by publishers) that have been reviewed by Alberta Education, found to meet the criteria of review and to be the best available resources to support the implementation of programs of study and courses, and the attainment of the goals of education; they have been authorized by the Minister. Teaching resources produced as service documents by Alberta Education, such as teacher resource manuals (TRMs), diagnostic programs and monographs, are authorized by definition.

AVAILABILITY

Most authorized resources are available for purchase from the Learning Resources Distributing Centre, 12360 – 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750).

Resources are listed in the Learning Resources Distributing Centre's *Buyers Guide*.

D. BASIC LEARNING RESOURCES

Multicomponent Resources

Early Bird Collection. Nelson Canada, 1990.

Impressions. HBJ-Holt-Saunders, 1986-91.

Journeys. Ginn Publishing Canada Inc., 1987-90.

Networks. Nelson Canada, 1982-88.

Strategies. Nelson Canada, 1989-90.

Waves. Houghton Mifflin/Nelson Canada, 1992.

Teaching Resources

A Guide to Children's Spelling Development for Parents and Teachers. Tarasoff, M. Active Learning Institute, 1992.

Spelling: Strategies You Can Teach. Tarasoff, M. Active Learning Institute, 1990.

Spelling Instruction that Makes Sense. Phenix, J. and D. Scott-Dunne. Pembroke Publishers Ltd., 1991.

Springboards: Ideas for Spelling. Bolten, F. and D. Snowball. Nelson Canada, 1985.

FRANÇAIS

This French language course is intended specifically for francophone students receiving instruction in French according to section 5 of the *School Act* and section 23 of the *Canadian Charter of Rights and Freedoms*.

The course has a double focus: the development of a functional use of the French language in personal, social and academic settings, as well as the development and enhancement of one's identity and pride as a Francophone living in Alberta. Reading, writing, speaking and listening are developed at every grade level to enhance progressively the students' ability to communicate effectively in the French language. The study of grammar and vocabulary acquisition are pursued to ensure clear and appropriate communication.

Specific curricular information is contained in the following document prepared by the Language Services Branch of Alberta Education: *Le français à l'élémentaire, Programme d'études—Langue maternelle*.

FRENCH LANGUAGE ARTS

This French language course is intended specifically for students registered in French immersion programs.

This course aims to develop a functional use of the French language in both social and academic settings. As in any language program, basic language skills are developed at every grade level to enhance progressively the students' ability to communicate effectively in the French language. The study of grammar and vocabulary acquisition are pursued to ensure clear and appropriate communication.

Specific curricular information is contained in the following document prepared by the Language Services Branch of Alberta Education: *Le français à l'élémentaire, Programme d'études—Immersion.*

D. BASIC LEARNING RESOURCES

Bilash, Olenka. *Nova: A Ukrainian Language Development Series*. Edmonton, AB: Canadian Institute of Ukrainian Studies.

Nova 1: Action Song Book, 1991

ISBN 1895380286

Action Song Book, 1991

[set of 8 cassettes]

1895380308

Dialogues and Echo-acting

Routines, 1990

ISBN 1895380022

Gameboards, 1991

ISBN 189538026X

My Read and Colour Book, 1991

ISBN 189538012X

Rebus Readings, 1991

ISBN 1895380006

Teacher's Guide, 1991

ISBN 1895380049

Teacher's Unit Preparation Book,
1992

ISBN 1895380847

Nova 2: Dialogues, 1992

ISBN 1895380324

Echo-Acting Routines, 1992

ISBN 1895380340

Gameboards, 1993

ISBN 1895380545

Poetry and Rebus Readings, 1993

ISBN 1895380561

Song Book, 1992

ISBN 1895380383

Song Book Cassettes, 1993

[set of 7]

1895380405

Book 1: Volokhach's Adventures,
1992

ISBN 1895380421

Book 2: What Are We Like? 1992

ISBN 1895380448

Book 3: What Will I Be? 1992

ISBN 1895380464

Book 4: Frights and Delights, 1992

ISBN 1895380480

Book 5: In the Land of the Flowers,
1992

ISBN 1895380502

Book 6: Welcome to My House, 1992

ISBN 189538060X

Book 7: Reading Together, 1992

ISBN 1895380626

Denysenko, Tamara and Valentya Makohon.
Pershi kroky. New York, NY: Educational
Council, 1985. [workbook]

Once Upon a Time There Lived Thoughts. 1983.
[videocassette]

D. BASIC LEARNING RESOURCES

Early Explorations in Mathematics and Science. Addison-Wesley Publishers Limited, 1992.

Explorations for Early Childhood. Addison-Wesley Publishers Limited, 1988.

Explorations 1 and 2. Addison-Wesley Publishers Limited, 1986–87.

★*Holt Mathematics System.* Holt, Rinehart and Winston, 1980. [six textbooks, Grade 1 to Grade 6]

★*Houghton Mifflin Mathematics.* Houghton Mifflin Canada, 1982. [workbooks Grade 1 and Grade 2, textbooks Grade 3 to Grade 6]

Interactions K to 6. Ginn Publishing Canada Inc., 1993–94.

MathQuest K to 6. Addison-Wesley Publishers Limited, 1986–87.

★*Mathways.* Copp Clark-Pitman, 1980. [six textbooks, Grade 1 to Grade 6]

Mathworks: Book A and B. Houghton Mifflin Company, 1992.

★*Starting Points in Mathematics.* Ginn and Company, 1981. [six textbooks, Grade 1 to Grade 6]

★To be withdrawn June 1995.

D. BASIC LEARNING RESOURCES

Grade and Topic	Title	Publisher
1A	Learning resource(s) not required.	
1B	Explorations Series <i>Families Are People</i> <i>Families Are Special</i> <i>Families Change</i> <i>Families Have Feelings</i> <i>Families Have Needs</i> <i>Families Share</i> Teacher's Guide, <i>Exploring Families</i>	Douglas and McIntyre Educational
1B	Family Connections Series <i>Can You Tell We Are a Family?</i> (revised edition) <i>Families Change</i> (revised edition) <i>Families Have Special Times</i> (revised edition) <i>Families Work Together</i> (revised edition)	Globe/Modern Curriculum Press
1B	<i>My Family and Me</i> [kit] <i>What Is a Family?</i> <i>How Do We Help Each Other?</i> <i>What Are Family Rules?</i> <i>How Do Families Change?</i>	Encyclopaedia Britannica Educational Corp.
1B	You and Me Series <i>My Family All Together</i> [student booklet and Big Book] <i>My Family and Me</i> [student booklet and Big Book] <i>My Family, Your Family</i> [student booklet and Big Book] Teacher's Resource Book	Nelson Canada
1C	Native Education Series <i>Billy's World</i>	Reidmore Books
1C	Kanata Series: <i>Canadian Families</i> [redeveloped 1C Kanata kit] [teacher guide, posters, audiocassette]	Weigl Educational Publishers Ltd.
1C	Native Education Series <i>Peter's Birthday</i> [Big Book]	Reidmore Books
1C	Native Education Series <i>Peter's Moccasins</i>	Reidmore Books

Grade and Topic	Title	Publisher
2A	Learning resource(s) not required.	
2B	<p>Explorations Series</p> <p><i>Exploring Altona with Rachael</i> <i>Ideas Book for Exploring Altona with Rachael</i></p> <p><i>Exploring Kentville with Billy</i> <i>Ideas Book for Exploring Kentville with Billy</i></p> <p><i>Exploring Kingfisher Lake with Elaine</i> <i>Ideas Book for Exploring Kingfisher Lake with Elaine</i></p> <p><i>Exploring Red Deer with Paula</i> <i>Ideas Book for Exploring Red Deer with Paula</i></p> <p><i>Exploring Regina with Jarrod</i> <i>Ideas Book for Exploring Regina with Jarrod</i></p> <p><i>Exploring Vancouver with Francisco</i> <i>Ideas Book for Exploring Vancouver with Francisco</i></p>	Douglas and McIntyre Educational
2B	<p>Kanata Series: <i>Canadian Neighbours How They Live</i> [redeveloped 2B Kanata kit] [text]</p>	Weigl Educational Publishers Ltd.
2B	<p>Native Education Series</p> <p><i>Sarcee Reserve: An Indian Community</i></p>	Reidmore Books
2C	<i>Children of Japan: Learning the New, Remembering the Old</i> [videocassette]	ACCESS Network
2C	<i>Families Around the World: Australia/France/China</i>	Reidmore Books
2C	<p>It's a Small World Series</p> <p><i>Australia</i> [filmstrip and audiocassette] <i>France</i> [filmstrip and audiocassette] <i>Japan</i> [filmstrip and audiocassette] <i>Mexico</i> [filmstrip and audiocassette]</p>	Walt Disney Educational Media

Grade and Topic	Title	Publisher
3A	Learning resource(s) not required.	
3B	Kanata Series: <i>Links Between Canadian Communities</i> [redeveloped Kanata kit] [text]	Weigl Educational Publishers Ltd.
3C	Cultural Communities Series <i>Canadian Ways</i>	Globe/Modern Curriculum Press
3C	Kanata Series: <i>Special Canadian Communities</i> [redeveloped 3C Kanata kit] [text]	Weigl Educational Publishers Ltd.
3C	Native Education Series <i>The Land of the Bloods</i>	Plains Publishing Inc.
4A	Alberta Geography Series [media kit]	National Film Board
4A	<i>Alberta Our Province</i>	Weigl Educational Publishers Ltd.
4A, B, C	Alberta Wall Map — Division Two	Hosford Publishing
4B	<i>Adventurous Albertans: The Women and Men Who Built This Province</i>	Plains Publishing Inc.
4B	<i>Alberta: A Story of the Province and Its People</i>	Reidmore Books
4B	<i>Alberta: Its People in History</i>	Weigl Educational Publishers Ltd.
4B	<i>Ordinary People in Alberta's Past</i>	Arnold Publishing Ltd.
4B	<i>Albertans: Past, Present, Future</i> [redeveloped text]	Weigl Educational Publishers Ltd.
4B	Native Education Series <i>Alberta's Metis People of the Western Prairie</i>	Reidmore Books
4B	Native Education Series <i>Annette's People: The Metis</i>	Plains Publishing Inc.
4C	<i>Fellow Canadians</i>	Plains Publishing Inc.
4C	<i>A Quebec Experience</i> [with supplement] <i>Our Province, Alberta</i>	Arnold Publishing Ltd.

Grade and Topic	Title	Publisher
5A	<i>Canada: Its Land and People</i> Teacher's Edition, <i>Canada: Its Land and People</i>	Reidmore Books
5A	Canada Media Kit	National Geographic Society
5B	Kanata Series: <i>Early Canada</i> [redeveloped Kanata kit] [text]	Weigl Educational Publishers Ltd.
5C	<i>Canada's Links</i>	Plains Publishing Inc.
5C	<i>Canadian Connections</i>	Reidmore Books
5C	<i>Links: Canada's Connections with Britain, France and the United States</i>	Globe/Modern Curriculum Press
6A	<i>Politics and You</i>	Nelson Canada
6A	<i>The Structure of Government</i> [media kit]	Globe/Modern Curriculum Press
6A	Native Education Series <i>Winds of Change: Indian Government</i>	Reidmore Books
6A	<i>Working for Canadians: A Study of Local, Provincial and Federal Government</i>	Prentice-Hall Canada Inc.
6B	<i>Greece: Discovering the Past</i>	Reidmore Books
6B	<i>Life in Ancient Greece</i>	Plains Publishing Inc.
6C	<i>China: Our Pacific Neighbour</i>	Reidmore Books
6C	<i>Life in Changing China</i>	Arnold Publishing Ltd.

ATLASES

Div. 1 Div. 2	<i>Nelson Canadian Atlas</i>	Nelson Canada
Div. 2	<i>Nelson World Atlas</i>	Nelson Canada
Div. 2	<i>Canadian Oxford Intermediate Atlas</i>	Oxford University Press
Div. 2	<i>Nelson Intermediate Atlas</i>	Nelson Canada

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